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ABSTRACT

This document is a scoring guide that presents the Teacher-candidates' Overall Program Portfolio Scoring: Systematic, Comprehensive and Hierarchical Evaluative Measures of Excellence (TOPPS SCHEME) approach to scoring teacher candidates' program portfolios. The guide facilitates systematic, comprehensive, and hierarchical means of measuring and evaluating the overall performance excellence (knowledge, skills, and dispositions) of teacher candidates. The guide gives different elements of the portfolio different weights. Intra-rater and inter-rater reliability indices are used to indicate scorer agreement, and at least 95% scorer agreement is suggested. The scheme contains charts to evaluate portfolio elements, with summary computation and score interpretation pages to be completed when the rest of the scoring pages are finished. (SLD)

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Teacher-candidates' Overall Program Portfolio Scoring: Systematic, Comprehensive and Hierarchical Evaluative Measures of Excellence (TOPPS SCHEME)

Selina L. P. Mushi

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Teacher-candidates' Overall Program Portfolio Scoring: Systematic, Comprehensive and Hierarchical Evaluative Measures of Excellence (TOPPS SCHEME)

*Developed by Selina L. P. Mushi, Ph.D.,
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Part 1: Introduction

The TOPPS SCHEME is a general guide that can be used by teacher preparation programs to score teacher candidates' program portfolios. This guide facilitates systematic, comprehensive and hierarchical means of measuring and evaluating overall teacher candidates' performance excellence (knowledge, skills and dispositions) achieved upon completion of the teacher preparation program, as demonstrated by the program portfolio. Using this guide will promote objectivity in scoring the different elements of the teacher candidate's portfolio, and in computing overall scores. Different elements of the portfolio are given different weights. Intra-rater (RR) and inter-rater (TR) reliability indices will be used to indicate scorer agreement. At least 95% scorer agreement is suggested. In using this TOPPS SCHEME pages 2 and 3 will be completed after all other pages have been completed.

NB: The TOPPS SCHEME can be modified to meet specific program needs.

This chart summarizes the contents of each page included in this scoring guide

Page	Rubric	Check if Completed	Date	Completed by: (Faculty Initials)
Page 2 of 10	Part 2A: Score Computations			
Page 3 of 10	Part 2B: Composite Score and Interpretation			
Page 4 of 10	Scoring Criteria for Preliminaries of the Product Portfolio			
Page 5 of 10	Scoring Criteria for Reflective Accounts: First Two Checkpoints in the Duration of the Program			
Page 6 of 10	Scoring Criteria for Reflective Accounts - Last Two Checkpoints in the Duration of the Program			
Page 7 of 10	Scoring Sheet for "Reflective Accounts at Checkpoints" in the duration of the program			
Page 8 of 10	Scoring Criteria for Overall "Knowledge", "Skills" and "Dispositions" Demonstrated in the Program Portfolio			
Page 9 of 10	Rating criteria for Interview with the Candidate			
Page 10 of 10	Faculty/Program Portfolio Scorers' Signatures			

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Part 2A: Score Computations

	Element	Page	Total Possible Score	Scorer One		Scorer Two		Inter-rater Reliability	Comments	Faculty Initials	Teacher Candidate's Initials
				Score	RR	Score	RR				
1	Preliminaries	4									
2	Reflective Accounts: First 2 Checkpoints in the Duration of the Program	5, 7									
3	Reflective Accounts: Last 2 checkpoints	6, 7									
4	Knowledge, Skills and Dispositions -	8									
5	Interviewing the Candidate	9									
6	Average Rating - Checkpoint 1	See SSC*									
7	Average Rating - Check point 2	See SSC									
8	Average Rating - Checkpoint 3	See SSC									
9	Average Rating - Checkpoint 4	See SSC									
OVERALL SCORING											

* → See specific scoring criteria and ratings for each checkpoint (pages 5, 6, 7)

Part 2B: Composite Score and Interpretation

Total Possible Score	Total Obtained Score	Scorer agreement (target is at least 95% agreement)	Adjusted/ Score (if scorer agreement is lower than 95%)	Letter Grade 90% - 100% = A → Outstanding 80% - 89% = B → Adequate 70% - 79% = C → Emerging 60% - 69% = D → Unacceptable
<u>Overall Comments by Faculty/Improvement</u>				
Faculty Name: _____ Signature _____ Date: _____				
<u>Candidate's Comments</u>		Candidate's initials/signature _____ Date _____		

Scoring Criteria for Preliminaries of the Program Portfolio

	Element	Weighting	2		1		Score	TR	Comments	Faculty Initials
			Clear evidence of candidate's careful consideration of:	Unclear/Lack of evidence of candidates careful consideration of:						
1	Presentation of the portfolio	Total 100%								
a	Quality of binder	0.5 (5%)								
b	Presentation of title	1 (10%)								
c	Candidate's name	0.5 (5%)								
d	Candidate's program	0.5 (5%)								
2.	Organization of the portfolio									
a	Table of contents	1.5 (15%)								
b	Dividers	1 (10%)								
c	Labeling of sections	2 (20%)								
3	Completeness and Timeliness									
a	Completeness of the Product Portfolio	2 (20%)								
b	Handing in the product portfolio	1 (10%)								
Sub-Total										

Scoring Criteria for Reflective Accounts: First Two Checkpoints in the Duration of the Program

(Use this rubric to complete Sub-Total Forms on pages 7)

	3	2	1
Factual information	Accurate, logical, applicable & appropriate	Accurate, considerably current, applicable	Inaccuracies, hardly applicable
Ability to synthesize	Well synthesized, logical flow, well concluded	Adequately synthesized, logical conclusion	Inadequate synthesis, no clear conclusion
Originality/Creativity	Original ideas, creative concepts, linked to experience	Some original ideas and concepts	Little or no originality in ideas or concepts
Relevance to program	Ideas and concepts reflect program objectives	Some ideas and concepts reflect program objectives	Hardly any ideas or concepts reflect program objectives
Quality of Writing	Ideas are well organized, well paragraphed, proper punctuation, minimal spelling and grammatical errors	Organized ideas, acceptable punctuation, some spelling and grammatical errors	Disorganized ideas, inappropriate punctuation, spelling and grammatical errors
Candidate Growth	Noticeable growth OR Candidate's performance is high and stable from previous checkpoint	Some improvement is noticeable from previous checkpoint	Hardly any improvement from previous checkpoint

Scoring Criteria for Reflective Accounts - Last Two Checkpoints in the Duration of the Program
(Use this rubric to complete Sub-Total Forms on pages 7)

	3 Outstanding	2 Satisfactory	1 Unsatisfactory
Factual information	Accurate, referenced, logical, current, applicable & appropriate	Accurate, some referencing, considerably current, applicable	Inaccuracies, hardly any referencing
Ability to synthesize	Well synthesized, coherent, logical flow, clear, well concluded	Adequately synthesized, some coherence, concluded	Little coherence, no clear conclusion
Originality/Creativity	Original ideas, creative concepts, evaluated & linked to experience,	Some original ideas and concepts, linked to experience	Little originality, unclear link to experience
Relevance to program	Many ideas and concepts reflect program objectives	Some of the ideas and concepts reflect program objectives	Very few ideas and concepts reflect program objectives
Quality of Writing	Use of professional concepts, ideas are well organized, well paragraphed, proper punctuation, minimal spelling and grammatical errors	Some professional concepts, organized ideas, acceptable punctuation, some spelling and grammatical errors	Few or no professional concepts or ideas, inappropriate punctuation, spelling and grammatical errors
Candidate Growth	Highly noticeable growth <u>or</u> candidate's performance is high and stable from previous check point	Some improvement is noticeable from previous check point	Hardly any improvement from previous check point

Scoring Sheet for "Reflective Accounts at Designated Checkpoints" in the duration of the program
 (Use rubric for different checkpoints on pages 5 and 6)

Checkpoint	Weight	Ratings			Rater 1	RR	Rater 2	RR	Recorded Score	TR	Candidate's Initials	Faculty Initials
Checkpoint One	100%	3	2	1								
Factual information	2 (20%)	6	4	2								
Ability to synthesize	1 (10%)	3	2	1								
Originality/Creativity	2 (20%)	6	4	2								
Relevance to program	2 (20%)	6	4	2								
Quality of writing	2 (20%)	6	4	2								
Candidate growth	1 (10%)	3	2	1								
Checkpoint Two	100%											
Factual information	1 (10%)	3	2	1								
Ability to synthesize	2 (20%)	6	4	2								
Originality/Creativity	2 (20%)	6	4	2								
Relevance to program	2 (20%)	6	4	2								
Quality of writing	2 (20%)	6	4	2								
Candidate growth	1 (10%)	3	2	1								
Checkpoint Three	100%											
Factual information	0.5 (5%)	1.5	1	0.5								
Ability to synthesize	2.5 (25%)	7.5	5	2.5								
Originality/Creativity	2 (20%)	6	4	2								
Relevance to program	1 (10%)	3	2	1								
Quality of writing	2 (2%)	6	4	2								
Candidate growth	2 (20%)	6	4	2								
Checkpoint Four	100%											
Factual information	0.5 (5%)	1.5	1	0.5								
Ability to synthesize	3 (30%)	9	6	3								
Originality/Creativity	1.5 (15%)	4.5	3	1.5								
Relevance to program	1 (10%)	3	2	1								
Quality of writing	1.5 (15%)	4.5	3	1.5								
Candidate growth	2.5 (25%)	7.5	5	2.5								
Overall Sub-Total for Reflective Accounts												

Scoring Criteria for Overall "Knowledge", "Skills" and "Dispositions" Demonstrated in the Program Portfolio

Teacher Candidate's Knowledge, Skills and Dispositions: As defined by Program, College of Education, ISBE, NCATE, Standards.

Criteria:

- 4: The Teacher Candidate meets, to an outstanding extent, 3-4 standards as aligned. (Estimate = Quartile 4) → Outstanding
 3: The Teacher Candidate meets, to an above average extent, 3-4 standards as aligned (Estimate = Quartile 3) → Satisfactory
 2: The Teacher Candidate meets, to an average extent, 2-3 standards as aligned (Estimate = Quartile 2) → Emerging
 1: The Teacher Candidate meets, to a below average extent, 1-2 standards as aligned. → (Estimate = Quartile 1) Unacceptable

Scoring Sheet

Aligned Standards			Ratings (See rubric above)				Sub Totals	TR	Comments	Candidate's Initials	Faculty Initials
			4	3	2	1					
Program	College of Education.	ISBE	NCATE								
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
	12										
	13										
	14										
Sub-Total											

Scoring Criteria for Interview with the Candidate

4. Outstanding:
Teacher Candidate can clearly articulate most important learning experiences as represented in the product portfolio; has comprehensive understanding of his/her own growth in the duration of the program, and acknowledges need for improvement.
3. Satisfactory:
Teacher Candidate can articulate with some clarity some important learning experiences as represented in the product portfolio; has some understanding of his/her own growth in the duration of the program and acknowledges need for improvement
2. Emerging:
Teacher Candidate can articulate with some difficulty, some learning experiences as represented in the portfolio, has some understanding of his/her growth in the duration of the program, and/or has difficulty acknowledging need for improvement
1. Unacceptable
Teacher Candidate cannot articulate important learning experiences as represented in the product portfolio, has little or no understanding of his/her own growth in the duration of the program, and/or has difficulty acknowledging need for improvement

	Interview Questions/Prompts	Rating				Sub-Total	Faculty Initials	Faculty Initials	Inter-Rater Reliability	Candidate's Initial
		4	3	2	1					
1	Tell us about your learning experiences represented in your portfolio									
2	Briefly discuss your growth in the duration of the program									
3	In what areas do you feel the need for improvement?									
4	Other qualities (faculty decide)									
Sub-Total										

Overall Comments:

Date Interviewed: _____

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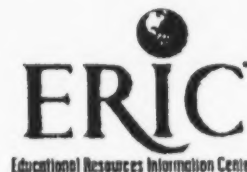
Faculty/Program Portfolio Scorers' Signatures

Names, dates and signatures of all faculty/instructors who participate in scoring the teacher candidate's program portfolio should be entered in the table provided below. Reasons such as unacceptable performance or incomplete scoring may prompt the need to score some elements of the program portfolio more than once. Each time scoring is done data should be entered.

	Date of scoring	Component Scored (Enter page number(s))	Faculty Complete Name(s)	Initials	Faculty Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					



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